

Medium Term Planning Document: DRAMA Year 11 2024-2025

Curriculum Intent:

Our drama curriculum looks to expose pupils to the wonderful world of theatre, building enthusiasm for the subject and refining the skills gained to provide a platform for a successful future.

The curriculum aims to celebrate the joys of the theatre, in both creating and performing. By engaging fully with the drama curriculum pupils will experience the fulfilment of realising their hard work and efforts as part of a group pay-off, building strong relationships based on trust. Pupils are given an opportunity to be creative, expressive and imaginative, they participate in and study a range of conventions, styles and genres of theatre as well as developing an understanding of imaginative set, costume, lighting, make-up and prop design. Students grow in confidence and are given an outlet to really express themselves.

Pupils will improve their understanding of people and the world around them by exploring situations that differ from our everyday experiences. In Key Stage 3 students develop their analytical and evaluative skills and the knowledge of how drama and theatre is created and performed.

By seizing the opportunities provided in drama, a student can flourish, becoming a more confident version of themselves and finding the performer within.

'Why This, Why Now?'

In our planning, we have asked ourselves 'why this, why now?' Here we provide some examples of the curriculum choices we have made, and why the units have been placed in the order we have chosen:

- The year begins by looking at Section C of the written exam which we have not covered up until this point. We watch a recording of a live performance of *Everybody's Talking About Jamie* which we use for the exam. We build the skills needed by looking at the questions command words: describe, analyse, and evaluate, breaking these down in order to ensure pupils answer the question well. We analyse three key scenes ensuring pupils can describe and analyse what they have seen to build the core of a response which can essentially be re-used before showing how this similar response can be adapted for a change in the question focus.
- Having spent time covering section C, we revisit the remainder of the exam in preparation for their first mock exam of the year in half term 2.
- Once the mock exam is completed our focus shifts entirely to Component 3: Texts in Practice. Pupils have had their scripts since before the summer break, so the aim is to have all performances ready for a mock performance evening in half term 3.
- Following this, attention shifts back to Component 1 in preparation for the second mock exam of the year taking place in half term 4.
- Preparation for the actual Component 3 exam in half term 4 takes place for a couple of weeks and then the performances take place.
- From half term 4 until the actual component 1 exam we go over all of the component 2 content again to ensure knowledge and confidence is at its peak leading into the exam.

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The Medium Term Planning document below is designed to show the journey that every student takes through our curriculum. Some elements of the curriculum may be taught over several lessons, others in a single lesson.

Drama	Year 11 – Term 1 and 2		
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Component 1: Section C – Live Theatre Production	Watching <i>Everybody's Talking About Jamie</i>	Bell Work Recall Quizzes MWB formative assessment in lessons	YouTube link to full video of Everybody's Talking About Jamie
	Understanding the play		Introduction to Section C - Max
	Command Words: Describe, Analyse, Explain		Jamie's Dad
	How to apply DEA to live theatre productions		One Response Fits All
	How to write an effective introduction		Evaluate, Evaluate, Evaluate
	Close scene analysis		
	Writing and structuring a 32-mark response		
	Key Words: Describe, analyse, explain.		
Component 1: Section B – Set Text <i>Blood Brothers</i>	Recap of how to answer each question: 4, 8, 12 and 20 markers.	Bell Work Recall Quizzes Exam-Style Questions	4-mark Help Video
	Walking, talking mock exam		8-mark Help Video
			12-mark Help Video
			20-marker
Key Words:			
Component 3: Texts in Practice	Exploration of character	Bell Work Performance of extracts	BBC Bitesize - Performing a Script
	Stanislavski's System		BBC Bitesize - Physical Skills for Interpreting a Character
			BBC Bitesize – Vocal Skills for Interpreting a Character
			BBC Bitesize - Naturalism and Stanislavski
Key Words:			

Drama		Year 11 – Term 3 and 4	
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Component 3: Texts in Practice	See above.	Bell Work Recall Quizzes Spotlight: showing work back Mock Performances	
	Writing the Statement of Dramatic Intentions.		
Key Words:			
Component 1: Revision	Revisiting Section B: <i>Blood Brothers</i>	Bell Work Recall Quizzes Exam-Style Questions	Links to Exam-Style Questions
	Revisiting Section C: Live Theatre Performance		Folder containing exam-style questions
	Walking Talking Mock Exams – Focus on section B and then C individually		Section C Questions

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Drama			
Year 11 – HT5			
Topic	Content	Formative Assessments?	Link(s) to an example lesson
Component 1: Exam Revision	Planning and Structuring the 32-Marker	Bell Work Recall Quizzes Exam Questions in Lesson	Folder containing exam-style questions
	Planning and Structuring a 20-marker		Section C Questions
	Ensuring we hit the command words		4-mark Help Video
	Exam Practice		8-mark Help Video
	Exam Timings		12-mark Help Video
			20-marker
			YouTube link to full video of Everybody's Talking About Jamie
Key Words:			

